

## EDCI 504 Evaluation and Measurement in Education

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### Course Description and Introduction

This course will engage participants in discussions and practice regarding the construction, use, and reporting of formative assessment methods. The emphasis of the course is on classroom assessment with the intent of informing and improving classroom instruction and student learning through the use of assessment strategies. Course participants will be introduced to new assessment techniques, pilot selected techniques with students, and then share the results with other course participants.

### Required Texts

- *Classroom Assessment Techniques*, by Thomas A. Angelo & K. Patricia Cross. Jossey-Bass Publishers. ISBN # 978-1555425005. Cost approximately \$43 plus shipping

### Optional Texts for Further Reading

- Keeley, P. (2008). *Science: Formative Assessment*. Thousand Oaks, CA: Sage. ISBN # 9781412941808
- Keeley, P. Eberle, F., and Farrin, L. (2005). *Uncovering Student Ideas in Science: 25 Formative Assessment Probes*. Arlington, VA: NSTA. ISBN # 0873552555

### Grading

There will be six core assignments (see course schedule) worth ten points each. In addition 40 points will be awarded for your participation in online learning discussions/activities (please see course scoring below). Many activities require your online interaction with classmates so adequate participation is necessary. Thus, there will be a total of 100 points for the course. The grading scale is as follows:

A = 94 – 100	B+ = 87 – 89	C+ = 77 – 79	D+ = 67 – 69	F = below 60
A- = 90 – 93	B = 83 – 86	C = 73 – 76	D = 60 – 66	
	B- = 80 – 82	C- = 70 – 72		

### Course Scoring

First Week's Activities and TGI	6
Discussion Total	24
(Six bi-weekly periods @ 4 points each)	
Core Assignment Total	60
(CAT 1-3, AA 1-2, Probe: 10 pts each)	
Peer Reviews	10
Course Total	100

Please see individual assignment details for rubrics/info on scoring each component.

## **ACADEMIC HONESTY – Maintaining Intellectual Integrity (Plagiarism)**

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. All sources of information that are not your original thoughts need to be cited. This includes, but is not limited to, journal articles, textbooks and online resources.

Adapted from MSU Syllabus language page: <http://www.montana.edu/teachlearn/TLResources/SyllabusLanguage.html>

## **Course Policies and Procedures**

**Late Work** – We understand that there may be events in your lives that make it difficult to meet assigned deadlines. If you anticipate a late assignment please let us know and we will work out an acceptable arrangement. Failure to do so will result in a 10% grade reduction. No work will be accepted two weeks after the posted deadline, unless arrangements have been made ahead of time. Please communicate regarding special situations just as you would ask your students to do.

**Course Discussions** – Each week you will participate in general seminar discussions. These discussions provide opportunities to share thoughts and ideas, to ask questions, and to fully process course material. It is through the discussions in a distance course that participants engage in dialogue that leads to meaningful learning and growth. Participants often assess the dialogue between class participants as the most valuable component of a distance education class. For this to happen effectively, participants must log in frequently and respond with meaningful threaded dialogue that contains interactive questions, statements, and information.

Each discussion period you will play a different role in the discussion process. Your peers will also be assigned discussion roles as described below. As you will see, the “passage master” the “question asker” and the “connector” will each post initial discussion prompts. Everyone else in the group will respond to the prompts and to each other. The discussion leader will facilitate the discussion and the summarizer will wind up the discussion by posting a summary at the end of the discussion period (as well as participate fully throughout).

### ***Discussion Roles***

**Leader** - *Your job in the discussion is critical. You will not make an initial post. Instead, your job is to facilitate continued discussion. As you read others' posts, ask questions, ask for clarification, make connections, etc. Do what you can to stimulate discussion around ideas that your colleagues share. Begin by providing responses to prompts given by the “passage master”, the “question asker”, and the “connector”. Get the conversation going and help to keep it going by posting appropriate questions, connections, clarifications, etc. If the discussion is going off task, STEER the conversation by gently directing participants back to the topic at hand.*

**Summarizer** - *As the summarizer, you do not make an initial post. Throughout most of the week, you comment on others' posts and participate in the discussion. At the end of the week make a final post that summarizes the discussion trends and identifies any open questions that have not yet been resolved.*

**Passage Master** - *As you go through the assigned readings for the period, identify one or two passages that really jump out at you. For your initial post, describe the passage and explain why you chose the passage. Did it provide specific insight? Did it raise questions? Did these passages change your thinking about teaching, education, or classroom research? In your initial post (at or before the beginning of the discussion period), consider how you could end with a question or thought that could provoke meaningful discussion.*

**Question Asker** - As you go through the assigned readings for the period, identify one or two big questions that you would like to see addressed in discussion. Post each question as its own discussion prompt at or before the beginning of the discussion period.

**Connector** - As you go through the assigned readings for the period, think about how they connect to your current professional practice. For your initial post (at or before the beginning of the discussion period), describe how the reading is related to what you are doing in the classroom (or on the job)? Does it fit with initiatives of your district or school? Also, identify how the content connects to ideas that have been presented earlier in the course. How does the content for this week connect to the “big picture” of the course? Consider how you can end your initial post with a question or thought that could provoke additional discussion.

**Discussion Score** - The discussion score will be based on the discussion self-assessment (see below) which each student will complete and submit by the indicated due date. This template is also located in the resources section of the course content area.

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### **Discussion Self-Assessment**

A. Your contribution (your role in the discussion this period) \_\_\_\_\_

B. Your proposed score out of 4 (see below) \_\_\_\_\_

\_\_\_ **(out of 2)** Your thoughts about the effectiveness of your contributions. Did you fulfill the expectations of your role ... did you make your initial post(s) in enough time for others to respond ... did you respond to at least two of the initial posts/questions made by others ... did you respond to issues raised by others ... did you ask questions and/or otherwise solicit responses from your peers?

**(1 point)** Briefly state what you learned from discussions this period ... your “ahas”.

**(1 point)** What are your general observations of the discussion? Was the discussion effective ... did you and others learn from the discussion? Were any areas left unattended to ... any muddiest points?

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**Make-Up Discussion** – Sometimes conflicts come up that make it difficult or impossible for students to participate in the discussion and complete the self assessment. If you absolutely cannot be present during a discussion period, you may complete the following discussion summary as a way to earn discussion points for that discussion period. The discussion summary should only be used in an extreme situation and may be used only once throughout the course. You must contact the instructor in advance of the beginning of the discussion so that someone else can be assigned to cover your discussion role.

### Discussion Summary

In a one to two page formal paper, provide a synthesis, analysis, and evaluation of the missed discussion. The following should be addressed in your summary: 1) the main themes and points brought up, 2) your thoughts and comments regarding some of these themes, 3) experiences and examples from your background regarding these themes, 4) an evaluation of some of the major points that you learned while completing this discussion summary, 5) reflection of the discussion (how did this discussion affect your feelings or motivation regarding your teaching, your students, or education – did you realize something new, something interesting, something challenging – what did you learn about yourself and your teaching?). The discussion summary should be submitted in place of the self assessment.

### Course Schedule

<b>Week Date 2015</b>	<b>Reading</b>	<b>Responsibilities</b>	<b>Assignment Due Dates</b>
Week 1	Ch 1-3 (pp. 3-32) Angelo and Cross	Navigate Course Post Introduction Respond to email TGI	-TGI
Weeks 2 & 3	Ch 4-6 (pp. 33-114) Angelo and Cross  <a href="#">e-journal Black Box 1</a>	Discussion and discussion roles CAT 1	-Discussion self- assessment -Core Assignment 1 (CAT 1)
Weeks 4 & 5	Ch 7 (pp. 115-254) Angelo and Cross  <a href="#">e-journal Black Box 2</a>	Discussion and discussion roles CAT 2	-Discussion self- assessment due -Core Assignment 2 (CAT 2)
Week 6 & 7	Ch 8 - 9 (pp. 255-362) Angelo and Cross  <a href="#">e-journal Classroom Asst Improve Learning</a>	Discussion and discussion roles CAT 3	-Discussion self- assessment -Core Assignment 3 (CAT 3)
Weeks 8 & 9	Ch 1-4 (p. 1-83) Doran, et al.  <a href="#">e-journal Individual Performance Tasks</a>	Discussion and discussion roles AA 1	-Discussion self- assessment -Core Assignment 4 (AA 1)

Weeks 10 & 11	Ch 5,6,7, or 8 Doran, et al.  e-journal Portfolio Asst	Discussion and discussion roles AA2	-Discussion self-assessment -Core Assignment 5 (AA 2) -AA2 Peer review due Dec 1 -Final post AA2
Week 12	e-journal Formative Assessment Probes, etc.  Capstone on Assessment	Discussion and discussion roles Probe	-Discussion self-assessment -Core Assignment 6 (Probe)
Week 13	Ch 10 (pp. 365 – 387) Angelo and Cross	Wrap up Peer Review	-Probe peer review